

memoranda in a book instead of on loose paper, and in every way try to see to it that repeated and detail work is done by your mind acting as a machine, and you will find yourself fresher for study than ever before. You have the most abundant time of all the professions except, perhaps, some of the ministry. The most of a teacher's working time he is able to adjust when he pleases and where he pleases. The average amount of fixed service for teachers is about four and a half hours a day for 105 days out of the 365. All the rest of the time he may manage as he wishes, selecting his working hours and places so as to save himself from interruption. A great part of the breakdown of teachers comes from their own unintelligent lack of self-management. We do not inform ourselves as to our duties, we never know what constitutes a full day's work, or a full week's work. We have no power of deciding on what is an immediate, and what a more remote requirement. We are in a profession requiring system, and either we are all system or help-

lessly erratic. Business men laugh at us. Bankers know us by the helplessness of our manner at the cashier's window; and public-spirited citizens address our conventions with a beneficent air of condescension, or of fulsome eulogy, so that we have come to regard ourselves as a devoted band that have renounced the pleasures of this world for a life of sacrifice. This seems to me a very third-rate position to occupy. Instead of all this pity for what we endure, it strikes me we should be in a better place if we should merit praise for what we do. This state of affairs will come about, I venture to predict, when we learn that we must love our calling so well as to keep ourselves constantly alive to perfecting ourselves in it. It is time for us to find out what the brightest minds have contributed to the basic science of our art; time to stop putting an interrogation point at the end of every topic we discuss at teachers' meetings; time to stop whining; time to read, and to study, and to grow.—*School Journal.*

THE SCOPE AND IMPORTANCE OF SCIENTIFIC FORESTRY.

THE question is often asked us what the word forestry, which appears now so frequently in American periodicals and newspapers, signifies in its technical acceptance. Forestry is the art of maintaining and perpetuating forests. It is successful in proportion as the forest yields the largest annual income in perpetuity. Forestry is not the planting of trees in parks or in the streets of cities. A man who sets a wind-break on the Western prairies is not a forester, although it has become the fashion in this country to call him so, just as the

man who lays out the flower-beds in one of our cities bears the official title of city forester. A knowledge of trees does not make a man a forester any more than a knowledge of grasses makes a man a good wheat farmer. A landscape-gardener may know trees perfectly, from his point of view, but his point of view is not that of the forester, the one planting for beauty, the other for profit of a more tangible character.

Forestry as a branch of scientific agriculture is less than three centuries old, although in Japan silviculture in